**SAMPLE**

**IEP Team Responsibilities**

Students with disabilities are to be provided **access to the general curriculum** with modifications, accommodations, supplementary aids, and supports in order to make satisfactory educational progress. The IEP team should examine information gained through student progress monitoring and diagnostic educational testing to determine if the student requires **accommodations of core instructional materials.**

It is highly recommended that the results from this information be obtained prior to the IEP team making decisions about whether or not the student would require these accommodations. It is suggested that the evaluation information gained from testing be included in a student’s **present level of educational performance** as this is the primary section of the IEP which documents the student’s educational needs.

During the IEP team meeting, a question such as the following might be used: “Does the student require accommodations of core instructional materials?” A question of this kind is designed to prompt the IEP team to consider each student’s educational need for core instructional materials.

If a student with a print disability does need a specialized format, the IEP should specify the following:

* The specific format(s) to be provided (braille, audio recordings, electronic text, large print, etc.)
* The services and/or assistive technology the student needs to use the specialized format
* The individual or individuals responsible for providing the specialized format, and
* Whether or not the format is required to be used in the student’s home or in another setting in order for the student to receive a free appropriate public education.

**Where IEP team decisions might be documented in the IEP**

It is recommended that statements indicating that the student has been certified as “print disabled” under the Chafee Amendment of 1996 and the type(s) of formats the student requires be listed in the **accommodations section of the IEP or supplemental aids and services section of the IEP**.

If additional assistive technology and/or services are required to use the alternate formats of instructional materials, it is recommended that this be documented in the **supplemental aids and services section of the IEP**.